



Recruitment Pack

Role: EYFS ASSOCIATE HEADTEACHER

Closing date: Noon Tuesday 16th July 2024

TRANSFORM TRUST
'Together we Achieve'





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Message from Rebecca Meredith CEO

Dear Applicant,

Thank you for your interest in working with Transform.

The recruitment pack should give you all the information needed, if you should need anything further please do not hesitate to ask or refer to our website <https://www.transformtrust.co.uk/> or the relevant school website for additional information.

At Transform, children come first. We have four Transform values: Respect, Kindness, Equality and Creativity. We believe that when every member of Transform lives by these then we will fulfill our aspiration "Together we Achieve".

Each and every member of the Transform team is the key to our continued success. We passionately believe in your professional learning, offer a wide range of employee benefits and actively listen to your feedback.

Children only get one opportunity at accessing an excellent education in order to grow into successful, happy and fulfilled adults. Join Transform and collectively we can ensure the children get the educational experience they deserve.

I hope that you find the information enclosed useful in your consideration of joining such a special extended family. I wish you every success and look forward to meeting and working with you.

All the very best.

Rebecca Meredith

CEO – Transform Trust



2. Transform Trust

We are an innovative Multi Academy Trust, established in 2013. Rebecca Meredith CBE arrived at Sneinton St Stephens C of E Primary as Head in 2002 when the school was in Special Measures and took it on an improvement journey to Outstanding. Building from this, Rebecca founded the Transform Teaching School with initially 10 member schools in Nottingham City, the aim to share and develop school to school support across like-minded professionals. Transform Trust was then founded in 2013, based on the principles of the Teaching School around sharing best practice

We currently have over 7,000 children in 23 Primary schools covering Nottingham, Nottinghamshire, Derby and Derbyshire. We employ over 1200 staff and enjoy a high staff satisfaction rate. We like to think our values and ethos set us apart from other Trusts in that we have a strong focus on empowering our member schools to drive their improvement journey whilst maintaining their own individual identity and community focus

School	LA	Date joined Transform	Current Ofsted grading
Abbey Hill Primary	Nottinghamshire	1 April 2024	Good (April 2023)
Allenton Community Primary	Derby	1 January 2015	Good (April 2023)
Ashbrook Junior	Derbyshire	1 September 2020	Good (June 2023)
Breadsall Hill Top Primary	Derby	1 July 2017	Good (October 2021)
Brierley Forest Primary	Nottinghamshire	1 October 2022	Inadequate (November 2021)
Brocklewood Primary	Nottingham	1 January 2015	Good (March 2023)
Bulwell St Mary's C of E Primary	Nottingham	1 August 2016	Good (March 2019)
Burford Primary	Nottingham	1 August 2016	Good (May 2019)
Edale Rise Primary	Nottingham	1 April 2014	Good (June 2023)
Highbank Primary	Nottingham	1 October 2013	Good (Feb 2023)
Lawn Primary	Derby	1 December 2019	Outstanding (Sept 2021)
King Edward Primary	Nottinghamshire	1 June 2024	Good (July 2023)
Parkdale Primary	Nottinghamshire	1 July 2018	Good (November 2022)
Pear Tree Community Junior	Derby	1 July 2017	Good (November 2021)
Ravensdale Junior	Derby	1 September 2019	Good (September 2023)
Robert Shaw Primary	Nottingham	1 June 2017	Good (September 2021)
Rosslyn Park Primary	Nottingham	1 January 2015	Good (October 2023)
Sneinton St Stephen's C of E Primary	Nottingham	1 January 2013	Outstanding (January 2024)
South Wilford Endowed C of E Primary	Nottingham	1 January 2018	Good (December 2022)
Whitegate Primary	Nottingham	1 July 2017	Good (September 2021)
William Booth Primary	Nottingham	1 June 2017	Good (October 2021)
Woodland View Primary	Nottinghamshire	1 May 2023	Requires Improvement (April 2019)
Zaytouna Primary	Derby	1 September 2018	Good (September 2023)



Through our Trust, we offer unrivalled opportunities for professional development and networking, from specialist leadership support and mentoring for our Headteachers to bespoke CPD for teaching and support staff. This is through Transform's unique and highly regarded CPD offer Transform Applied www.transformapplied.co.uk.

In 2021 the Teaching School model was changed nationally so although no longer a Teaching School we now work closely with Flying High Teaching School Hub. We are also strategic partners in East Midlands Maths Hub and Derby Research School. Our links with the Flying High Teaching School Hub, allows us to offer access to a comprehensive range of professional development, research and innovative programmes and networks from initial teacher training to Senior Leader development as well as special events designed to inspire and motivate.

We have cultivated a strong supportive environment for our schools that utilises the collective skills and knowledge of our independent-minded Headteachers and practitioners, enabling our schools to achieve high educational standards.

Centrally, we have a team of Governance, Safeguarding, Programme / Project, Finance and Human Resources specialists who ensure all the functions of the Trust operate effectively and efficiently. Each service area has an Executive Lead responsible for setting the strategy for improvement and development.

Our Purpose

To be an innovative and inclusive Trust working for all children.

Our Vision

As a Trust we are committed to transforming the lives of all of the children in our schools and enabling them to achieve to their full potential. We recognise that supporting and developing all staff within our schools is vital to that aim. To that end, we have created a nurturing, inclusive culture that places great value on the support, empowerment and development of all staff within our family of schools.

Our Values

Our values are woven into all aspects of our organisation; its strategy, operations and provision, and are a clear and concise articulation of our purpose:

Respect,
Kindness,
Equality,
Creativity
Key facts:

- We host a Children's Parliament, Children's Celebration, Sports and Arts festivals and work together to support children and families with SEND – we care passionately about the whole child.
- Our unique Trust Guardians group provides school support, guidance and challenge to ensure children are kept safe, attend, have equal access and their welfare promoted.
- We employ over 1100 staff and enjoy a high staff satisfaction rate. We recognise that our school leaders and teams are our most important resource and we value their work, passion and commitment. We recognise the importance of staff welfare and a managed workload, and the place that wellbeing plays in the recruitment and retention of staff.



- We don't operate performance related pay for Main Pay Scale teachers- you will increment each September up to Main pay point 6 unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management / appraisal cycle and have not been addressed through support provided by the school by the conclusion of that process. Thereafter you must apply to move through threshold.
- Support staff increment each April up to the maximum point for their grade
- We undertake an annual staff survey plus termly shorter surveys to gather your views and make changes to help shape our Trust.
- We encourage staff to undertake training and development, and where appropriate, to explore new challenges within their own school or through opportunities for secondments or promotions to other schools within the Trust. Professional development is key to our success. We work closely with Flying High Teaching School Hub and other strategic partners to produce bespoke CPD.
- We encourage the sharing of good practice between schools and have set up Professional Learning Communities (network groups) and partnerships to support this. We have a well-developed secondment policy and system across the Trust that allows opportunities for people to develop their potential in a different role.
- Running through our core principles is the FED style of leadership (Future, Engage Deliver) and we work closely with the founder, Steve Radcliffe to deliver this.
- Prior to Covid we held a whole Trust Inset day each October where we come together to "learn together"
- We are clear about our expectations of employees and offer a transparent and supportive working culture in return.
- We offer staff benefits such as 24/7/365 employee welfare support; tax saving salary sacrifice schemes; a staff benefits scheme that offers a host of benefits and discounts, discounted gym/leisure membership at some local authority run leisure centres, free eye tests for those who use VDU equipment; we offered 'flu jabs for staff this year and actively seek employee views on what they would like as part of an employee benefits package.
- We have a highly-skilled team that offer Trust schools tailored teaching and learning and leadership support. The team work directly with schools and facilitate collaborative planning and Continuing Professional Development (CPD) across the Trust through our high regarded CPD service www.transformapplied.co.uk.
- Our dedicated Trust Associates deliver a comprehensive annual calendar of over 40 high quality CPD programmes meeting the needs of our staff. These include coaching, reading specialist, TA workshops, mastery maths, early years leadership, curriculum development, NQTs and digital teach-meets.
- We have Lead Associates driving key strategic areas such as Equality, Diversity and Inclusion, Talent, Wellbeing and Early Career Teaching as well as a Lead Associate driving the development of Transform Applied.
- Access to apprenticeship levy funded training to enhance our CPD offering.
- Transform has trained over 100 new teachers through our School Direct partnership with the University of Nottingham. In 2019 we established School Direct Derby in partnership with the University of Derby.
- We also run ECT Programmes to nurture and develop our early career teachers working in partnership with Flying High Teaching School Hub.
- In 2017 we launched our Transform Enrichment Diploma (TED) which provides an age-related framework for enrichment to access a range of activities to develop skills, talents and character for all our pupils.



Access to our policies including child protection and safeguarding; health and safety; and recruitment and selection can be found on our website <https://www.transformtrust.co.uk/policies/>



3. About the Role

Transform Trust

EYFS ASSOCIATE HEADTEACHER

Salary: Broad Salary Range Point L7 - L12 (£54,816 - £61,882 FTE)

Permanent Post: Required from January 2025 or earlier

Are you a visionary leader with a deep understanding of the early years? We are seeking a dynamic and research informed leader to join our successful multi-academy trust, where children come first.

This is a rare and exciting opportunity for an exceptional, EYFS leader. You will play a pivotal role in shaping the quality of early years and working collaboratively as part of the School Improvement Team.

This opportunity requires an experienced leader who has the vision, leadership capability and passionate belief in embracing, developing and embedding exceptional provision in the early years across all Trust schools. You will need to relish a challenge, have the capability to collaborate with school leaders to ensure that provision is research informed, innovative, and of the highest quality. The role offers a significant opportunity for success and professional development.

Through coaching and empowering others, you will embed vision and deliver improvements so that all children can flourish and adults excel in their roles. Grounded in the latest research and best practice, you will undertake reviews of provision, moderate standards, help lift teaching standards and inspire confidence in others to develop excellent practice.

We are a Trust that is expanding and has a well-regarded and innovative model that enables long term growth and excellence. At our core are values and a clear educational ethos which supports continuous improvement for all. Transform schools have a passion, a belief in people and a set of shared values that makes a difference to all staff and children, allowing and encouraging them to be at their best.

Drawing upon their leadership experience, the successful candidate will champion diversity, inclusion and equity in the early years. If you believe you have the knowledge and skills we are looking for and would like to be part of a forward-thinking organisation, we'd love to hear from you.

For a conversation about this role and to find out more details please contact Kelly Lee at kelly.lee@transformtrust.co.uk; or call 0115 982 5090.

How to apply

Equality and diversity matters to us. If you think you'd be suited to one of our roles we'd love to hear from you regardless of age, disability status, ethnicity, gender, religion or sexuality. We are a Disability Confident Committed Employer and as such anyone who is registered disabled and meets the essential person specification criteria will be shortlisted for interview.

Please complete the online application form which you will find on the Transform Trust website <http://www.transformtrust.co.uk/vacancies>. Please ensure that you follow the instructions within the application form and ensure that there are no gaps in your education or employment history that are not accounted for.

Unit 11, Castlebridge Office
Village, Kirtley Drive, Nottingham
| NG7 1LD



Closing date: Noon on Tuesday 16th July 2024.

Interview Date: Monday 22nd July 2024

Safeguarding

Transform Trust and its schools are committed to safeguarding and promoting the welfare of children and expects staff and volunteers to share this commitment. All appointments are subject to safer recruitment procedures and pre-employment background checks, including satisfactory references, medical, Enhanced DBS with children's barred list clearance, online and social media checks and completion of relevant safeguarding training including Safeguarding Children in Education



4. Job description and Person Spec

Job Description

School: Transform Trust
Post Title: EYFS Associate Headteacher
Grade/Pay Range: Leadership Point 7-12 (2023/2024 rate £54,816-£61,882 FTE)
Hours/weeks: Term Time
Department/Team: Associate Team

Overall Purpose of Post

To assist the Headteacher/s of Trust schools with the leadership and organisation of designated Trust schools specifically around Early Years seeking to achieve the highest standards of staff performance, pupil achievement, pupil conduct; improving the quality of teaching & learning and leadership enabling the effective daily operation of the school.

Make a positive contribution to the vision and leadership of the school and Trust helping shape the future ensuring everyone is empowered to contribute effectively to the progress and development of the school and wider Trust. To contribute to the strategic leadership and development of school improvement across the Trust.

To be research engaged and develop best Early Years practice across Transform schools through the support, facilitation and mentoring of staff and leader individuals and groups. To develop and enhance the teaching of others across Transform schools by exemplifying Early Years practice through development of strategy for implementation of statutory frameworks, facilitation, coaching and mentoring.

Main Duties and Responsibilities

You will be required to carry out the following duties. The nature of the Academy year requires some of these tasks to be done regularly whilst others will be on an annual cycle. The post holder will be expected to use all Trust standard computer hardware and software packages where appropriate. Specific responsibilities include:

Early Years

1. Lead the Trust EYFS development of Early Years practice and implementation of national frameworks, identifying common themes for development and improvement across Trust schools
2. Support the Trust in reaching its targets and objectives for Early Years through evaluation, moderation and development within EYFS for the Trust.
3. Contribute to the monitoring of Teaching and Learning and assessment policies for Early Years in relevant Trusts Schools, developing key documents to enhance practice.
4. Support and enable a Trust wide EYFS assessment strategy. Gather, share and analyse Trust-wide intelligence and data such as Partnership Reviews to enable the Trust to have a consistent picture of strengths and development areas in Early Years.



5. Undertake research and seek best practice from others to support the identification of common themes for development, creating a Trust-wide improvement plan for EYFS.
6. Ensure that Early Years leaders in Trust Schools are given the necessary coaching to develop and enhance the skills required to support teaching and learning effectively.
7. Support school leaders to identify the priority areas within the Early Years offer and recommend strategies for improvement.
8. Provide guidance and coaching to new Early Years leaders across the Trust, school leaders and teams.
9. Quality assure accurate self-evaluation of Early Years and effectiveness of EY teaching for whole school and Trust self-evaluation. Support school leaders in monitoring and evaluating quality of teaching and pupil achievement and attainment and to plan accordingly in response.
10. Support middle leaders and senior leaders to accurately monitor their subject areas when evaluating teaching and learning in EYFS.
11. Lead Early Years Professional Learning Communities, evaluating and monitoring impact.
12. Support the Trust to develop its Early Years approaches including the continued refinement and implementation of minimum Trust expectations.
13. Prepare to be deployed for intensive support with schools experiencing difficulties/facing emergencies as well as planned, sustained support for schools and individuals following reviews.
14. Support grant bids to improve Early Years provision and enrichment across the Trust.
15. Support teachers identified in each school to improve their practice to be effective/highly effective.
16. Create and deliver appropriate CPD to improve Early Years teaching and learning across Trust schools. Foster a culture of collaboration by leading networks and partnership activity and exploring opportunities for schools to engage and work with other schools in the interest of school improvement.

Bespoke School Support / School Improvement

17. Support with the planning, brokerage and monitoring of targeted teaching and learning requirements and CPD to respond to priorities identified in each school and across the Trust.
18. To be an active and supportive member of the school's leadership team and to support the Head teacher and other colleagues in the leadership, strategic development and direction for the school applying Transform Applied research informed models
19. To deliver good and outstanding teaching support across Trust schools.
20. To promote the vision, culture and ethos of the Trust and embed collaborative working practices and opportunities across partnerships and networks.
21. Work with leaders and governors so that they can undertake effective and accurate self-evaluation against the expectations of the Ofsted framework and Early Years Handbooks.
22. To support individual Headteachers in preparing school and staff for subsequent Ofsted, other inspections and any necessary internal / external reviews.
23. Support the identification of talent within all schools, and contribute to their effective development, training and deployment across the Trust.
24. Be proactive in seeking out and engaging with local, national and international networks and research in order to identify best practice, evidence and latest developments to inform own practice and that of colleagues.
25. Contribute to Trust improvement planning and evaluation activity participating in Heads groups and the development, delivery and evaluation of Trust wide projects.
26. Undertake such duties as delegated by the Headteacher/ Trust Executive.
27. To sit on the governing body of a Transform Trust school.



General

- Work in a professional manner and with integrity and maintain confidentiality of records and information.
- Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
- Be aware of and comply with all Trust policies including in particular Health and Safety and Safeguarding.
- Participate in the Trust Appraisal process and undertake training and professional development as required.
- Adhere to all internal and external deadlines.
- Contribute to the overall aims and ethos of Transform Trust
- Establish constructive relationships with colleagues, other schools within the Trust and outside agencies.

These above mentioned duties are neither exclusive nor exhaustive, the post- holder maybe required to carry out other duties as required by the Trust. The responsibility level of any other duties should not exceed those outlined above.

Name of Post Holder

Signature

Date



Person Specification

Job Title: Associate	Reports to: Development Director, Transform Trust
Responsible to: Board of Trustees Transform Trust	Location: Nottingham and Derby

Qualifications	E=Essential D=Desirable
A Good honours degree or equivalent	E
Qualified Teaching Status (recognised by the DfE)	E

Professional Development	
Evidence of commitment to own professional development	E

Teaching and Learning	
Proven as highly effective classroom practitioner	E
Proven ability to raise standards in classrooms other than their own	E
Experience of leading initiatives beyond their own classroom for the raising of attainment and the enhancement of teaching and learning.	E
Strong communication skills, applying these to build high value relationships with a variety of stakeholders.	E
Knowledge and understanding of current theory and best practice in learning and teaching, in particular as it relates to high achievement and attainment	D
Excellent understanding of the components that comprise outstanding teaching and learning	E
Awareness of the latest developments, research and initiatives in education	D
Use of assessment and attainment information to improve practice and raise standards	E



Use of strategies to promote good learning relationships and high attainment in an inclusive environment	E
Vision for the developments of Teaching and Learning	D
Use of intervention strategies to address identified issues for development	E
Have a strong track record of school-to-school support/ school improvement, which has had a demonstrable positive impact on children's attainment and progress.	E

Leadership	
Proven as an effective middle or senior leader	E
Experience of developing strategies and engaging stakeholders	E

Experience	
Experience of successful leadership and management which may include experience as a manager, phase manager or core subject leader	E
Excellent understanding of the components which comprise outstanding teaching and learning	E
Experience of giving effective feedback to colleagues about professional performance	E
Experience of conducting lesson observations	E
Experience in the design and implementation of initiatives for the raising of attainment and the enhancement of teaching and learning.	D
Experience of working in partnership with other schools/colleagues.	D
The ability to lead and foster positive professional relationships and work effectively with teaching staff of varying experience	E
Experience of delivering outstanding outcomes across the primary key stages.	E
Experience of contributing to the professional development/mentoring of colleagues	E
Effective use of Assessment for Learning to engage learners as partners in their learning	D
Ability to establish curriculum development, assessment, coordination and coaching	D



Ability to plan and resource effective interventions to meet curricular objectives	E
Development of partnerships with other schools, business and the community	D
Experience of design, delivery and facilitation of staff meetings, Inset, CPD or other development programmes	E
Experience of leading projects and strategies.	E
Ability to work effectively with a number of head teachers across the Trust on whole school improvement, planning and self-evaluation	E
Ability to establish credibility of the role and Trust with Headteachers, Trust partners and external organisations.	E

Work Related Circumstances	
A commitment to welfare and safeguarding children and a good working knowledge of delivering effective policies and practices for Safeguarding Children	E
Evidence of a commitment to equal opportunities policy both in service delivery and employment, and an understanding of its effective operation within a school	E
To have an understanding of the changing role of schools in providing a successful centre for community development and learning	E

The applicant will be required to safeguard and promote the welfare of children and young people. The post holder is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and is expected to hold all staff and volunteers accountable for their contribution to the safeguarding regulations.

Transform Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks



5. How to Apply and Key Information

Equality and diversity matters to us. If you think you'd be suited to this role we'd love to hear from you regardless of age, disability status, ethnicity, gender, religion or sexuality.

Please complete the online application form which you will find on the Transform Trust website <http://www.transformtrust.co.uk/vacancies>. Your personal statement should outline how your skills and experience meet the essential criteria of the role.

Any questions or queries regarding the role should be directed to Sue Richmond by email: sue.richmond@transformtrust.co.uk

Closing date for applications: 9 am Monday 12 September 2022. Interviews will be week commencing 5 September 2022.

Equalities

Transform Trust is a **Disability Confident Committed Employer** and we aim to ensure that our recruitment processes are inclusive and accessible.

We are committed to offering an interview to disabled people who meet the essential criteria as detailed in the person specification for the advertised role.

Shortlisting is based on the information you supply to support your application. Equal opportunity data is not shared with any member of the shortlisting panel prior to or during the selection process.

The Equality Act 2010 protects people with disabilities from unlawful discrimination. To meet the Act's definition, a person must have a physical or mental impairment, which has substantial long-term effects on their ability to carry out normal day-to-day activities. If we know you have a disability, we will adjust the working arrangement and/or the working environment, provided it is reasonable in the circumstances to do so. To be protected by the Act an individual must therefore have:

- A long term physical or mental impairment (lasting or likely to last for 12 months or more); and
- A condition that has a substantial adverse impact on his/her ability to carry out normal day-to-day activities.

The schools Equality Policy can be found on their website.

Flexible Working

We are committed as a Trust to supporting all employee's whether long standing, or new to Trust maintain a healthy and rewarding work / life balance. We have a Flexible Working policy that outlines our commitment and in addition, we are considering implementing the "Flex from 1" approach which is to allow an employee to request flexible working from their first day of employment.

Right to work in the UK

You must have the right to work in the UK to apply for any of our roles.

Qualifications

For certain roles such as Teachers you will need to hold the required qualifications to be considered. Please refer to the person specification for details of the qualifications required for this role.

Safeguarding



Transform Trust and its schools are committed to safeguarding and promoting the welfare of children and expects staff and volunteers to share this commitment. This appointment is subject to safer recruitment procedures, including satisfactory references, medical, Enhanced DBS with children's barred list clearance and completion of relevant safeguarding training including Safeguarding Children in Education

All school roles are classed as regulated activity and as such, it is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children

All new Trust employees will be required to complete an enhanced DBS with children's barred list check which must be in place before they can start in the role.

The position you are applying for gives you privileged access to vulnerable groups therefore, you are required to disclose all spent convictions and cautions under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. This means that you must disclose spent and unspent convictions other than those which are so "protected". The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance on the filtering of "protected" convictions and cautions can be accessed on the Disclosure and Barring Service or the Ministry of Justice websites.

Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website <https://www.gov.uk/government/organisations/ministry-of-justice>.

Please note that Enhanced certificates may include information relating to a protected caution or conviction if the police consider that it is relevant to the workforce that the individual intends to work in.

The Schools policies including Child Protection and Safeguarding are available on their website.

References

You must provide two suitable referees to be able to provide factual information about you for us to consider as part of the recruitment process:

- Your first referee **must** be your current employer (or if you are not currently employed your most recent employer) and this needs to be completed by a senior person with appropriate authority (if your referee is school based then this should be the Headteacher)
- If you are not currently working with children but have done in the past, your second referee must be from an employer who can comment on your suitability to work with children.
- We do not accept open references ie "to whom it may concern"
- We only accept professional references and therefore cannot accept friends, relations, neighbours, work colleagues (unless they were your line manager and can advise on any disciplinary investigations) as named referees.
- Where possible please ensure one of your referees can comment on your suitability to work with children, this could be in a working or volunteering capacity (ie scout leader, class teacher if undertaken volunteering within a school, church/temple leader).

References will be called for before interview in line with our safer recruitment policy and will be sent electronically to the referees you name on your application form. Please ensure that you have contacted your referee to ask them to provide a reference and ensure that their email address that you include in the application form is correct.



Completion of the Application Form

All roles are advertised on the Transform Trust website which links through to HireRoad (previously known as Vacancy Filler) which is an online application portal.

<http://www.transformtrust.co.uk/vacancies>

Please complete the application form before the closing date which will be detailed in the about the role section above

Please ensure that you follow the guidance on providing satisfactory referees who can comment on your suitability for the role and for working with children. One of your referees must be your current or most recent employer.

You are required to provide details of all employment since finishing full time education and account for any gaps in employment such as unemployment, maternity leave, raising a family, travelling, volunteering etc. The vacancy filler system will highlight any periods that there are gaps and these will need to be completed before the application can be submitted

You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form. Please ensure that your supporting statement provides concise and specific examples to demonstrate your achievements and skills addressing the specific criteria as set out in the person specification. For those candidates who are invited to interview, this information will be explored further.

You are invited to complete and return the Equality and Diversity Monitoring section which forms part of the application form. The information on the form will be treated as confidential, and used for statistical purposes only. Those who are on the shortlisting panel will not have access to this information.

Any questions or queries about the role should be directed to the school details of which are included in the " about the role" section above . Any technical queries relating to the HireRoad system will be supported by a member of the support team, please contact the team by calling 01509 236434.

Transform Trust and its schools are committed to safeguarding and promoting the welfare of children and expects staff and volunteers to share this commitment. This appointment is subject to safer recruitment procedures, including satisfactory references, medical, Enhanced DBS with children's barred list clearance and completion of safeguarding children in education training



6. The Recruitment Process

After the closing date, short listing will be conducted by a Panel, who will match your skills and experience against the criteria in the Person Specification.

We will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy DBS requirements such as a current driving licence including a photograph and/or a passport and/or a full birth certificate
- Documentary proof of current name and address (i.e. utility bill, financial statement etc.)
- Where appropriate any documentation evidencing change of name
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post i.e. degree certificate, QTS certificate

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient. You will also be asked to complete a self-declaration regarding your suitability to work with children and provide your consent to us holding certain data about you.

You will receive a letter or email with details of the interview process, what to prepare and what to expect i.e. teaching task, tasks relevant to the role and formal interview. All roles working in school will be subject to a formal interview as a minimum. In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

Unfortunately, due to the high number of applications we receive, we are not able to provide feedback if you are not shortlisted. The HireRoad system will send you an automated email once your application form has been successfully submitted which will advise that should you not hear from us within 10 working days of the closing date then you should assume that you have not been shortlisted on this occasion. Please do not be disheartened- check over your application form and see whether you think you could have given more evidence to meet the experience and qualities we are looking for ready for the next role that we may advertise.

If you are seriously interested in working for Transform Trust then why don't you register for job alerts on our vacancies page <http://www.transformtrust.co.uk/vacancies>. This will ensure that you receive email alerts as soon as roles are advertised that fit your selected criteria



7. Transform Trust Recruitment Privacy Notice

As part of your application to join Transform Trust or a Trust member school, we will gather and use information relating to you. Information that we hold in relation to individuals is known as their “personal data”. This will include data that we obtain from you directly and data about you that we obtain from other people and organisations. We might also need to continue to hold your personal data for a period of time after the recruitment process, even if you are unsuccessful. Anything that we do with an individual’s personal data is known as “processing”.

This document sets out what personal data we will gather and hold about individuals who apply for a position with us, why we process that data, who we share this information with, and your rights in relation to your personal data processed by us.

What information do we process during your application process?

We may collect, hold, share and otherwise use the following information about you during your application process.

Up to, and including, shortlisting stage:

- Your name and contact details (i.e. address, home and mobile phone numbers, email address);
- Details of your qualifications, training, experience, duties, employment history (including job titles, salary, relevant dates and working hours), details of driving licence (if relevant for role), membership of professional bodies and interests;
- Your racial or ethnic origin, sex and sexual orientation, religious or similar beliefs (which you can withhold if you wish and does not form any part of the recruitment process);
- Details of your referees;
- Whether you are related to any member of our workforce; and
- Details of any support or assistance you may need to assist you at the interview because of a disability.

Under GDPR the lawful bases we rely on for processing the above information is under Article 6(a), (b), (c) and (e) and for special data under Article 9 (a), (b) and (f).

Following shortlisting stage, and prior to making a final decision

- Information about your previous academic and/or employment history, including details of any conduct, grievance or performance issues, appraisals, time and attendance, from references obtained about you from previous employers and/or education providers;*
- Confirmation of your academic and professional qualifications (including seeing a copy of certificates);*
- Information regarding your criminal record (which should only be given under confidential cover);*
- Information via the DBS process which may be regarding your criminal record, stated in criminal records certificates (CRCs) and enhanced criminal records certificates (ECRCs), as well as whether you are barred from working in regulated activity;*



- Your nationality and immigration status and information from related documents, such as your passport or other identification and immigration information;*
- Medical check to indicate fitness to work;*
- A copy of your UK Passport (or other appropriate right to work documentation as listed on the Home Office list);*
- If you are a teacher, we will check the National College of Teaching and Leadership (“NCTL”) Teachers’ Services about your qualified teaching status, whether you are subject to a prohibition from teaching order and any other relevant checks (for example Section 128 direction for management posts). If you have taught abroad we will require letter of professional standing from the professional regulating authority in the country you taught;*
- If you have lived abroad in the last 10 years we will require sight of an original overseas check (such as a police clearance or certificate of good conduct) from all countries you have lived in;*and
- Equal opportunities’ monitoring data.

You are required (by law or in order to enter into your contract of employment) to provide the categories of information marked (*) above to us to enable us to verify your right to work and suitability for the position. Without providing us with this information, or if the information is not satisfactory, then we will not be able to proceed with any offer of employment.

If you are employed by Transform Trust, including in one of our schools, some of the information we collect will be included on our Single Central Record. In this scenario, a further privacy notice in relation to data we collect, process, hold and share about you during your time with us, will be issued to you.

Where do we get information from about during your application process?

Depending on the position that you have applied for, we may collect this information from you, your referees (which will be provided directly by you), your education provider, any relevant professional body, the Disclosure and Barring Service (DBS), NCTL and the Home Office, during the recruitment process.

Why do we use this information?

We will process your personal data during your application process for the purpose of complying with our legal obligations, carrying out tasks that are in the public interest, and taking the required steps with a view to entering into an employment contract with you.

This includes:

- To assess your suitability for the role you are applying for;
- To follow protocols before engaging in a contract with you;
- To check that you are eligible to work in the United Kingdom and/or that you are not prohibited from teaching; and
- So that we are able to monitor applications for posts in Transform Trust to ensure that we are fulfilling our obligations under the public sector equality duty as part of the Equality Act 2010.

How long will we hold information in relation to your application?



We will hold information relating to your application only for as long as necessary. If you are successful, then the duration will depend on the type of information that has been gathered. For further detail please see our Data Protection and Access to Personnel Records Policies.

If you are unsuccessful we will hold your personal data only for six months, after which time it is securely deleted.

Who will we share information with about your application?

We will not share information gathered during your application process with third parties, other than professional advisors such as legal and/or HR professionals.

Rights in relation to your personal data

All individuals have the right to request access to personal data that we hold about them. To make a request for access to their personal data, individuals should contact:

Jill Wilkinson, Transform Trust Data Protection Officer if employed centrally by the Trust: dataprotection@transformtrust.co.uk; or, if employed in one of our schools, the Headteacher who is the Data Controller for their school.

Please also refer to our Data Protection Policy for further details on making requests for access to personal data.

Individuals also have the right, in certain circumstances, to:

- Object to the processing of their personal data;
- Have inaccurate or incomplete personal data about them rectified;
- Restrict processing of their personal data;
- Object to the making of decisions about them taken by automated means;
- Have your data transferred to another organisation; and
- Make a complaint for damage caused by a breach of their data protection rights.

If an individual wants to exercise any of these rights, then they should contact Jill Wilkinson on the contact details above. The law does not oblige the Trust and our schools to comply with all requests. If the Trust and/or school does not intend to comply with the request, then the individual will be notified of the reasons why in writing.

Concerns

If an individual has any concerns about how we are using their personal data then we ask that they contact our Data Controller (Rachel Hannon) in the first instance, however an individual can contact the Information Commissioner's Office should they consider this to be necessary, at <https://ico.org.uk/concerns/>

Covid-19

As a response to the Covid-19 pandemic, some aspects of the recruitment process have had to become virtually managed. As a result, data may be reviewed and sent electronically rather than in person and in paper format. Identification may need to be verified virtually and via email instead of being confirmed in person. We will ensure any sharing of data electronically is encrypted and protected.



The same data will be required as before the pandemic however, this is only done to verify identify and to ensure safer recruitment and safeguarding requirements are met. We will always follow statutory guidance. In addition, retention of documentation even when sent electronically, will be subject to the same timescales and scrutiny as previously.

Interviews when conducted virtually will never be recorded.

Contact

If you would like to discuss anything in this privacy notice, please contact Jill Wilkinson, or Rachel Hannon (HR Director for Transform Trust; rachel.hannon@transformtrust.co.uk).



8. Terms and Conditions

We operate within the Burgundy (Teachers) and Green book (Support) national pay and conditions schemes in respect of sickness related absence, annual leave and family related leave (maternity, paternity leave and shared parental leave). Staff are encouraged to be members of a relevant Professional Association.

We operate a system of collective bargaining with Recognised Trade Unions which means we consult jointly with employee representatives on people policies and terms and conditions of employment. The Unions recognised by the Trust are as follows: NEU, NASUWT, UNISON, GMB, UNITE, NAHT and ASCL.

The Trust HR team meet with employee representative groups through a Trust JCC (Joint Consultative Committee). This joint dialogue about employee conditions of employment offers transparency and openness around any decisions that may impact on our employee's.

As Trade Unions are recognised by the Trust your contract of employment indicates you are entitled and encouraged to join a Trade Union and also that this arrangement is in place.

Pension	Teachers Pension Scheme/ Local Government Pension Scheme
Employee Benefits:	Employee Discount scheme (Vivup and Health Assured); Flu Jabs Salary Sacrifice Schemes eg cycle to work Discounted Leisure club membership for some Local Authority Leisure Centres

Right to work: The successful applicant will need to provide proof of the right to work in the UK before taking up the post

Safeguarding: The successful applicant must have a clear enhanced DBS with children's barred list check in place before starting the new position and complete level 2 safeguarding training on taking up the post.